

EDUC 625: Professional Portfolio Development

Tentative Syllabus, Summer 2010, 1 credit hour

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Course Prerequisites: Admission to the one of the Pacific University College of Education's Advanced programs or consent of the instructor.

Course Description: EDUC 625 is designed to support advanced program candidates in the development of a professional portfolio to secure the continuing teaching license and/or to prepare the candidate for national board certification. Course content will focus on selection of sources of evidence, articulation of written commentaries for each piece of evidence, and the technical skills necessary for the creation of an electronic portfolio.

Course Goals: Practicing teachers will learn how to construct a website that documents their advanced competence in meeting the educational needs of their students within a collaborative learning community. This professional portfolio will demonstrate a teacher's ability to meet the Continuing Teaching License (CTL) competencies by sampling and presenting one's actual classroom practice. Students will be able to:

- document advanced teaching skills
- exhibit and reflect upon professional growth
- analyze teaching practices
- select, organize, and analyze student work samples
- demonstrate the ability to apply advanced knowledge of curriculum design, instruction, and assessment
- demonstrate the ability to establish an effective classroom climate conducive to learning
- demonstrate the ability to help students from diverse cultural backgrounds learn in meaningful ways
- author a digital portfolio with hyperlinks and images using a web editor
- create digital files in a web-friendly format that enables their display to a broader professional audience
- interact with peers about the content and meaning of portfolios
- present a portfolio that supports, promotes, and assesses reflective thinking
- document the proficiencies identified for the CTL

Pacific University College of Education Theme:

The mission of Pacific University's College of Education is to prepare aspiring and practicing teachers, as well as other education and health professionals, to promote and nurture learners' intellectual, social, emotional and moral growth.

Educational philosophy:

Current assessment theory argues that authentic assessment is preferred to more traditional tests of academic content knowledge. Thus professionals should demonstrate their competence in their chosen field by presenting their actual classroom teaching practice. In this course you will construct such a professional portfolio that demonstrates your advanced competency in meeting the needs of your

students. This portfolio will be structured around the Continuing Teaching License advanced competencies. So in this course I will provide you with examples of similar portfolios and the skills to build your own digitally. Plan to set aside a considerable amount of time to use a computer, either at home or in our lab or in one of the university's other labs. There may be times when you experience frustration; that can often be a part of the learning process. I am available for additional assistance. Make an appointment or drop by my office. Email me a question or a comment. For pressing problems, I have included my home number--please don't call after 10 p.m. or before 7 a.m.

Course structure/approach:

This course is taught through a mix of teacher presentations and hands-on technology workshop experiences with an emphasis on developing the professional portfolio as the final project.

Special Needs:

It is my intent to fully include persons with special needs in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessment to enable you to participate fully. I will make every effort to maintain the confidentiality of any information you share.

University and College of Education Policies

Be aware of the Pacific University Code of Academic Conduct and the College of Education policies for professional behavior and the competent and ethical performance of educators. In this course students are expected to demonstrate behavior consistent with the Professional and Academic Standards in the College of Education.

Attendance:

EDUC 625 is a lab type course requiring hands-on activity and in-class participation. Attend all classes. If you have a need to miss class, talk with the instructor(s) in advance. Any class missed may require written make-up work. Missing class and/or tardies may result in a lower grade for the course. If you must miss class, please contact the professor as quickly as possible (preferably by email).

Incompletes

Instructors may issue a grade of incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all the requirements in the course. The instructor and the student should agree upon a deadline by which all work will be completed, with the following guidelines:

- Incompletes given for Summer semester must be completed by the following January 15.

Instructors will issue the grade the student would have earned by not completing the course, preceded by an "I". This grade is determined by including a failing grade for the missing assignment(s) in the calculation of the final grade. If the agreed upon course work is not completed in the period allotted and an extension has not been granted, the grade issued will be permanent. The contingency grade will be used in the computation of the GPA until such time as a new grade is recorded.

Grade Changes

Once a grade is submitted to the Registrar it shall not be changed except in the case of recording errors. Grade changes will be approved by the appropriate Dean or Director.

Assessment:

Assessment in the course will include in-class projects, participation in class discussions, and successful posting of the professional portfolio website with 2 competencies addressed with exhibits and rationales.

Textbook & materials:

Readings as assigned, both printed and online.

Assignments**Introductory email** (10% of course grade)

- Write an email to me at charlesm@pacificu.edu to introduce yourself. Please include where and what you teach, how long you've taught, what you enjoy about the profession, which advanced program you are enrolled in, when you expect to complete the program, and any other information you would like to include to help me get to know you better professionally.

Sample exhibits (10% of course grade)

- Bring to class at least two exhibits to include in your portfolio. At least one should be a paper product that needs to be digitized.

Professional Portfolio (80% of course grade)

- Students will document their ability to meet the two or more CTL competencies by publishing a website. The portfolio project will be evaluated using the CTL portfolio scoring guide. See separate handouts for a portfolio description.

Grading scale

Grade scale

A	90%
A-	87%
B+	83%
B	80%
B-	77%
C+	73%
C	70%

Tentative course schedule:**Course webpage:** <http://education.ed.pacificu.edu/charlesm/courses/ctlportfolio/index.html>*Items in italics are available on the course webpage:*

Date	Presentation Topics	In class item	Readings due next period	Items due next period
Day 1	What is a portfolio Why build a portfolio The CTL competencies Google Sites	Log on to Google Sites and create a page	Read the 2 L&L articles about portfolios. -Study at least <i>5 CTL and other portfolios.</i> -Score 1 portfolio using the <i>CTL scoring guide</i> -Study the syllabus	Introductory email Select a website template for your portfolio
Day 2	Adding text and links to websites Adding graphics and exhibits to websites Saving exhibits in a web-friendly format	CTL website with graphics and links		-Write the rationale for one competency -Bring samples of student work and other typical items to use as exhibits.
Day 3	File and site management Building your website with links to exhibits	CTL website with graphics, links, and exhibits	Creating web-friendly exhibits handout	-Revise rationale -Bring in additional exhibits as needed to document 2 proficiencies.
Day 4	Presenting your professional portfolio	CTL website with graphics, links, and exhibits		Professional portfolio website with 2 competencies addressed with exhibits and rationales